

Lesson 1a- Water Words

Time: 15-20 minutes

Purpose: In **WATER WORDS**, students will:

- Share what they know about water (after completing investigations 1-4 in FOSS-Water)
- Generate a vocabulary list of water-related words.
- Create graphic organizers or other written products that demonstrate students' knowledge of the relationships between water words.

Background for the teacher: This lesson aids in the transition from the general principles of the FOSS- Water kit to the specific information that will be presented about water in San Diego. Teachers can use students ideas about water to assess their understanding of some concepts of the FOSS- Water unit, and to identify students prior knowledge and misconceptions about water in San Diego.

Materials:

- Map 1- San Diego region- overhead transparency
- Whiteboard, Overhead, or Chart Paper
- Markers
- *Optional:* post-its or index cards for small groups of students



Getting Ready:

1. The activity can either be conducted as a whole class discussion or in small groups. In either case you will use the prompts found in **Guiding the Activity #3**.

a) **Small Groups:** Have paper and pencils or markers for each group. All students should have their student science notebooks. Or ask students to write their “water words” in their science notebooks.

b) **Whole Class:** All students should have their student science notebooks.

2. Decide which activity from the list below you will have your students do in order to connect their “water words”.